

School Activities

APRIL, 1952



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School Activities

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As the Editor Sees It



Although some form of student participation is to be found in the great majority of secondary schools, it exists in only a very small minority of elementary schools. This lack of development is to be regretted. There is no reason whatever why the elementary school should not have some form of pupil council. And there are many reasons why it should.

This school has nearly all of the activities of the secondary school and, in addition, some which the secondary school does not have. These activities are simpler in type and form, but they have the same purposes and values; they offer the same educational opportunities.

Secondary school people can promote this idea in the elementary school by organizing visits to and from elementary schools, staging student council meetings and exhibits, explaining and describing council organization and activities, helping to survey elementary school possibilities, etc. In one-day, not-too-distant, student council conferences a special section could be provided for elementary pupils and teachers.

Undoubtedly many elementary teachers would welcome a plan of participation—if the principal supported the idea. And he probably would support it if interested teachers would intelligently propose and advocate it.

Another "must" article for everyone interested in high school and college athletics: "How I Fixed Big-Time Basketball Games," by Nick Englis (as told to Jimmy Breslin), in *TRUE*, March, 1952, pp. 17-19, 68-72.

We welcome "Vitalizing Student Activities in the Secondary School," *National Association of Secondary School Principals Bulletin*, Vol. 36, No. 184, February, 1952. In general it follows the organization of the December, 1941, *Bulletin* of the same title.

Obviously it is impossible to cover adequately all of the school's activities in 229 pages. However, this bulletin does give practical and up-to-date, though somewhat short, presentations of some of the most important. Too, it clearly shows the main developments of the past decade, (1) activities are now more than ever an estab-

lished part of the school; and (2) they are better organized and administered.

Chapter X, "The School and Other Youth Serving Agencies" (by Gerald M. Van Pool) is the best discussion of this topic we have seen. Edgar G. Johnston's Chapter I, "Critical Problems in the Administration of Student Activities," is also very good. These two chapters alone are well worth the cost of the publication.

Eight years ago we began to appraise student masters of ceremonies at school assemblies and public programs, rating each under one of five headings. Here is today's score: "Excellent"—4; "Good"—7; "Fair"—10; "Poor"—24; "Lousy"—18. We are willing to gamble a cross-section of our neck that nearly all of those in the bottom two, and several of those in the middle ratings, made no special preparation for their responsibilities.

Because a master of ceremonies represents the most important part of a presentation he should be **REQUIRED**—we repeat, **REQUIRED**—to work out his material beforehand and **REHEARSE**—we repeat, **REHEARSE**—it before a very competent and a very critical committee.

A pitiable MC, no matter who he is, or what school position he holds, or how influential his parents are, is not complimentary to the intelligence of those who arranged and staged the program, or to the intelligence of those who witness it.

Although we consider it largely a "stunt," and are skeptical that its educational values are commensurate with the time and effort involved, we are willing to be convinced otherwise. Undoubtedly there are others of like predisposition. Maybe you can help us to see the light—if there is light. So, if you believe in it, or have had experience to support such belief, won't you write your views for publication? Not mere opinions, wishful thinking, etc., but solid support. We may be unusually hard-headed.

We are referring to the somewhat common practice of a school, student council, social studies class, or other group "taking over" the town's administration for a day.

More efficient choices of able and competent student officers, as well as including more people, is definitely beneficial to school.

How To Keep Elections From Becoming Popularity Contests

TOO OFTEN A SURVEY of the accomplishment of officers in Student Government, school classes, and clubs indicates very poor choices for leadership, for conducting meetings, and for responsible carrying out of the purposes of the various organizations.

Too frequently further study of these situations shows that nominations for offices are made from the floor in a meeting without much or any forethought by friends of particular persons or by members of a clique which dominates all elections if possible.

Too seldom are by-laws and an adequate constitution required for clubs and classes. Too seldom is even a set of governing rules drawn up or suggested which might tend to list certain qualifications for officers.

Too few schools set up a few basic requirements, through the administration, for school office-holding or have a policy of limitation concerning the number of offices a student may hold or activities in which he may engage in any one year.

The trend toward greater school participation in school activities is a recognized fact. There is also a trend toward attempting to bring about better local, state, and national government by greater student development of responsibility and knowledge of good self-government during his school life. Present practices, generally followed, are at great variance in accomplishing the aims of these trends effectively. In many cases practices are such that the very evils, which the trends would abolish, are furthered, condoned, and nurtured in the only spot where any counteracting experiences can be experienced, and their value have a chance to be noted.

Considering in retrospect, first-hand knowledge of many endeavors in selecting officers of student government, school classes and school clubs, certain conclusions are inevitable. Again reports of leaders, sponsors, and advisers at many conferences, and study groups or pupil personnel and guidance conventions lead to a belief that the conclusions are sound and rather universal. Much is written concerning the problems and the con-

RUTH MAYNARD KELLER
Adviser, Student Council
Cazenovia Central School
Cazenovia, New York

ditions; only a little is written to help solve the problems or better the situations.

More effective choice of more efficient officers may be brought about:

A. IN STUDENT GOVERNMENTS

By providing in the constitution for:

1. Specific dates for petitions for placing possible names on the election ballot.

2. Requirements by which names on petitions may be placed on the final slate.

3. A double slate of officers—one consisting of petitioned-for candidates and one consisting of choices made by two-thirds of the voting population of student council members from a list of eligible members from the required classes. Both lists submitted to the schools' voting population should be of equal eligibility and equal ability to perform well the duties of the offices for which they have been selected as candidates.

4. Classes should be well informed of the duties of the various officers before the time for getting petitions arrives.

5. Conducting well-planned and well-devised campaigns for a limited time ending with clever, interesting, and earnest indications of the candidates concerning their intentions if elected to office brings home to the candidates for office and the schools' voting public the responsibilities involved in representing a student body in its self-government, law-making duties, and in its own voting and citizenship conduct.

These aid in discouraging friends to place a pretty face or their most socially popular group member in an embarrassing position where he cannot speak well or express himself adequately, or where he is overwhelmed with his own inadequacy to do the job required. Such a program lessens also the possibilities of having inadequate, unpopular persons placed on ballots as "a joke" of sorts or other vicious reasons adolescents sometimes evidence. It likewise lessens the possibility of any extended "clique" rule.

B. IN SCHOOL CLASSES:

1. It is easy to comprehend the reasons for the choices of the regular class officers. In this circumstance the possibilities are greater that there will be inadequate requirements for office holding and no specified method of selecting candidates or for determining the ballot count to determine the "winner" of the so-called election.

2. Frequently class sponsors report that some one person or group of persons has served a class as its officers for several years or even during the whole high school period. Each year the organization of committees within a class gets more involved; more activities are undertaken or traditionally sponsored. Thus it is necessary that all members need to work more and more harmoniously with more and more responsible leadership. A pupil who can handle well the few projects of a Freshman class can easily be a "perfect flop" with the involved responsibilities of a Junior or Senior Class presidency.

3. Since, in schools, the educational values of all such activities and pursuits have to be kept in mind, it seems quite essential there be: (a) A set of rules or requirements which provides for nominating slates ahead of time (by committee or otherwise); (b) nominations from the floor; and (c) an allowance for greater distribution of leadership training (perhaps through limiting the number of times a person may be president of any one group) with specific requirements and stated duties of the officers involved.

One consideration very frequently neglected by classes is that the class is a *part of the WHOLE SCHOOL*. What is done by a class should be in accordance with school policies and school traditions. Each year nearer graduation should bring greater responsibility and greater privilege. At no time should a class be allowed to operate in such a manner that it becomes secretive, just another "clique" or such a "dominating" force that initiative and growth of the other classes and the whole school is arrested. A class that takes the "honors" and privileges for granted is but a poor specimen of class citizenship unless it takes real interest in keeping its obligations and executing its responsibilities. The classes that are remembered with pride are those that work for the good of the whole school, the prestige and reputation of the school, and the betterment of relations and con-

ditions as they affect the whole school population. A class adviser has a tremendous responsibility in this concept building. The preceding may best be expressed in the simple term: "School Loyalty and Consciousness." Only better leadership can bring this about.

In discussions, the disbursement of class funds usually comes "under fire." Especially derogatory remarks reflect an unsavory tendency in some places, during the terminal years as a school unit, to develop extravagance, selfishness, and irresponsible purchasing. Naturally the best way to discourage all this is to develop a worthwhile class project in which all participate or one which can serve the Alma Mater in the future.

C. IN CLUBS

By their varying natures, clubs are less adaptable to "blanket" rule. To avoid "popularity rule," there are a few suggestions:

1. Redistribute offices and jobs yearly or bi-annually where possible to build "capable" (by experience) leadership and discover potential leaders.

2. Small clubs added demands on individual members should be recognized and jobs exchanged frequently.

3. Time for Club meetings and the number of meetings per month or year should vary with the type of club and in accordance with the activity recognized as a function of the club. (Too often clubs "peter out" because two hours is allowed too often, interest lags and unoccupied minds and hands "get into mischief.")

4. Where the time is too short, reason should be exercised in cutting the parliamentary procedures to a minimum.

5. Clubs each year should plan to share their activities with the school, in some way, so that the whole school knows each club's purpose, its requirements for membership, and its major contribution to the member.

More responsible and informed membership, which the preceding items can bring about, will tend to make better choices for officers, where they are needed, when they know what is involved. It is quite conceivable that a club might be made up of members of a particular clique or that its membership might consist of only one or two of many "social" cliques. "Clique" rule should not be encouraged any more in small units of the whole school any more than in the larger units such as classes. Geographical

"cliques" should be avoided too in officers if possible. Only occasionally does a club function more effectively if all its officers reflect the attitudes, etc., of one portion of the whole.

Finally it is my own belief that a good school activities program includes the development of rules for officers' candidates, or other selection plans, that tend to instill respect for the job involved, responsibility to those by whom elected, responsibility of the electing population to elect the best and to back the elected officer, and the realization that each unit or group has its greater allegiance to the school and its reputation and advancement. Thus without stressing "now we are learning to . . .," the pupils learn some-

thing about matching qualities, characteristics, and abilities with jobs. They should gain a little in self-analysis, and in weighing their judgments for certain candidates to the end that wiser choices of candidates for offices are selected.

In view of the disgrace and dishonor that adheres to local, state, and national officialdom directly as a result of "popularity" (gained by many and sundry means) choices, what better purpose can there be in continuing to permit school governments, classes, and other organizations to exist than that of giving the opportunity (with proper guidance and rules) to teach more pupils wiser ways of selecting candidates for office?

The use of letterpress printing or offset printing used in the publication of a yearbook depends upon the type of book desired.

A Comparison of Two Printing Methods for High School Annuals

SPRING IS THE SEASON when the yearbook sponsor is bombarded by direct-mail advertising and harried by printing salesmen, all trying to persuade the sponsor that there is one best printing or publishing service. Obviously, there is no one best.

In selecting a printer for the coming year, the new sponsor will probably realize that there are usually certain advantages to retaining the printer of the year before. But by all means look around. It is fairly obvious, too, that the representatives who call on you in person can offer a potentially greater service than might be expected from a strictly mail-order business. A price quotation is a concrete thing for comparison, and an important consideration. Do not hesitate to ask for sample yearbooks and study them carefully. But herein lies the problem for most beginning sponsors. What do you look for?

And what are the meanings of those unfamiliar terms, "letterpress" and "offset," anyway? It is the purpose of this article to explain these two printing methods, to outline their advantages and disadvantages, and to help you to know whether the product you are being offered is good or bad. Then, armed with these facts, you should be able to decide what kind of a book you wish to produce, choose the best process and the best printer for your purpose, and proceed.

ERIC F. RHODES
Adviser, School Yearbook
Washington-Lee High School
Arlington, Virginia

Letterpress is the process, much refined, by which Gutenberg printed Bibles in about 1440. It is that process, then, which involves movable type, with raised surfaces. The rollers of the press spread ink on the raised surfaces, and they in turn are pressed against the paper, leaving an inked impression. Photographs, to be printed by this process, must be turned into engraved plates (by a photographic process) in which every tone of the picture is made up of tiny metal dots, raised above the surface of the plate, just as the type is raised.

Offset, or photo-lithography, as it is often known, is a process which developed later and which utilizes a somewhat different principle. An entire page is made up just as it is to appear in the finished yearbook (usually by the printer), following the dummy or plan which you have devised. This layout includes photographs, printed matter, art work, etc. The entire page (or pages) is photographed and transferred to a zinc plate by a photographic process. Ink is then spread over the entire plate and immediately



Sample page of Letterpress Printing

washed off again. The ink adheres where there is print or pictures of any kind, and the rest of the plate repels ink. This plate is then placed on a press, the printed parts of the plate pick up ink, lay an impression of the printing on a rubber blanket, and the blanket in turn *lays* the print on the paper. This is accomplished through a series of rollers, the zinc being on one, the rubber on another, and the paper being fed around a third. At no time was there a raised surface involved as it was in the case of letterpress printing.

As to advantages and disadvantages to you, these may be briefly stated. The chief advantage of letterpress is (assuming a good job by each method) a slightly better quality of photographic reproduction. In other words, there will usually be slightly more minutely subtle gradations of tone between black and white in the pictures in your yearbook. Assuming that your pictures were of a good quality to begin with, there may be an overall effect of richness through this method. Secondly, there will be a slight bit more sharpness and preciseness to the reproduction of print. This is so slight, however, that it often requires an expert to tell the difference. The chief disadvantage of letterpress is that of en-

graving costs. Any increase in the number of pictures per page, any increase in size of pictures, any "bleeding" (running pictures out to the edge of the page), any cutting of pictures into shapes other than square or rectangular (e.g., circular portraits, outlined football players, one picture overlapping another), any use of gray or other intermediate tones for background on the page—any of these things will immediately increase the cost of your yearbook. The result is that the average yearbook budget would force you to limit these variations severely.

The advantage of offset printing, conversely, lie in the amount of variations and effects you can achieve. While the basic cost of a good offset job is probably about the same as a good letterpress job, the price is fixed. Anything you do within the set number of pages is all right. You may use pictures of any shape or any size. You may cut them or outline them in any way. You may use art work (drawings) at will. You may use grey backgrounds, or any backgrounds or borders, for your pages. Obviously great experimentation is possible. The problem lies in remaining in good taste. Another advantage of offset is the fixed price, which does not require such constant budget-watching. And again



Sample of page printed by "Offset"

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conversely, the disadvantage of offset lies in the fact that there is a slight loss of variations of tone in the photographs. And the printing is minutely less sharp than in a good letterpress job.

The choice of a process of printing, then, comes down to a question of your individual needs. Do you want a handsome but traditional-appearing job, in which the pictures will be as good as your photographer, but in which number, size, and shape of pictures and number of experimental effects will be limited? Or would you prefer a yearbook in which there is no budgetary limit to number and size of picture, no limit to art work, no limit to decorative effects, but in which the picture quality is likely to be a bit (sometimes only a bit) less perfect than you have seen in letterpress?

If you wish to see examples of very good work in each process, see the illustrations which accompany this article. Perhaps they will help you see what may be accomplished in each process.

As to knowing whether a certain printer is offering you a top-notch product, the first rule is always to demand samples and study them carefully, as mentioned earlier. Certainly the printer is going to show you his best work. If this does not please you, it should be indication enough to look elsewhere. More specifically, in

letterpress, see if the pictures have good detail and clear highlights. The difficulty in this is knowing whether the original photography was good. You must assume that some of it at least was good. Look also to see whether all type has made an even impression. If you find smudged spots, heavy impressions which have pushed into the paper, or unclear letters or words, then insufficient "makeready" (work on the page forms for evenness) has gone into the work. This indicates cost-cutting through haste.

In studying offset samples, use the following criterion: If you can tell the difference between the print in the sample and letterpress printing at a casual glance, then it is not good enough. Because, as I indicated before, the difference in print clarity should be very slight when the work is good. This "clarity" is not necessarily to be construed as blackness. The letters tend to be a slight bit fatter in offset, and that is usually the chief difference. And of course you will look at the pictures. If their quality is good enough to suit you, then that should be enough.

The problems of the printing process and the choice of a satisfactory printer for the yearbook are worrisome ones for the new sponsor, who often has had several courses in Victorian literature and Shakespeare, but none in the graphic arts. If this discussion has been of any help to you, the author is pleased.

Freshmen are made welcome, student talent is recognized and displayed, and seniors are honored in an assembly program.

A Program for Orientation Week

IN LONG BEACH HIGH SCHOOL the first assembly of the new semester is a combination of "Orientation" for freshmen and "Moving Up" for seniors. As part of the orientation plan, the seniors preside at this assembly in honor of the incoming class. This semester, the assembly program was conducted along the lines of the Arthur Godfrey show with the seniors acting as Talent Scouts for the freshman talent.

When the Student Assembly Committee and the faculty chairman met, it was decided to center the program around the idea of *Personal Growth*. It was agreed that we wanted the program to be inspiring, but not stuffy; entertaining but not hilarious. We outlined our objectives

EDNA L. KLAGES
Dean of Students
Long Beach High School
Long Beach, New York

and found that once we got them on paper, ideas and suggestions came thick and fast.

What Did We Want To Put Across? 1. Welcome the freshmen; 2. Encourage them to participate in activities; 3. Self-improvement; and 4. Start right. Work to the best of one's ability toward the maximum in personal growth.

How Should We Do It? 1. Time was a factor so the committee decided that a talent show would be the most practical and the most enjoyable type of entertainment. We should have a

sponsor, a product, an M.C. 2. We agreed that six freshmen would be selected by six senior Talent Scouts. In addition to talent, the freshmen should possess such qualifications as leadership, scholarship, citizenship, or worthy participation in some school or community activity. 3. Each Scout was told he must interview his prospective freshman, write a descriptive "blurb" about his "find," and incorporate the idea of "Personal Growth" into his script.

It was indeed fortunate that our M.C. had a flair for writing, a sense of humor, and the ability to keep dialogue moving. Once we had the script organized, three rehearsals were sufficient. It was that easy! A talent show has the advantage in that it requires minimum rehearsals. A few lines from the script will give the reader a general idea of the procedure.

ANNOUNCER: (Standing microphone, down right, curtain closed.)

GREETINGS: This morning, the Assembly Committee, under the sponsorship of the S.A.P.G., is presenting a program which we hope will be beneficial to freshmen as well as to upperclassmen. We have searched the Freshman Class for talent and shall present our findings for your enjoyment. Our beloved music director, Mr. _____, will also participate, and I'm sure that's welcome news.

Our program is a sponsored one, and, as in all sponsored programs, a commercial must be forthcoming. Although I do not represent a material product, I, nevertheless, have something to sell, and I find no better time than the present to launch my sales talk.

I mentioned our sponsor, the S.A.P.G. Those letters stand for The Society for the Advancement of Personal Growth, an organization which has one aim: "To focus the attention of all students upon the subject of self-improvement and continued development of personal growth."

The School has much to offer. Not only does it foster intellectual development, but encourages social life and productive citizenship through membership in its many organizations. These include the G.O., various Honor Societies, Arista Science Club, Athletic Teams, Drama Club, Speech Arts Club, and others. But, in grasping these opportunities, and in developing your potentialities, bear in mind the fact that scholarship, or citizenship, or sociability, taken alone, is not enough; development of the whole being is

essential to personal growth. If you remember this and participate, you benefit.

The time to act is now. Let your school and your associates know you at your best. Now when the school offers each freshman a clean record, and when each semester presents a new chance for upperclassmen, is your chance to make good in this important phase of your life, which will be past and over when you leave high school.

Develop your potentialities in school by taking advantage of opportunities which are offered. You will be contributing greatly to your personal growth, and also to the growth of the school. But, enough of these words. I realize, like all advertisers, that a sales talk alone is not sufficient. Therefore, like all advertisers, I must give you something to hold your interest. Therefore my sponsor has planned entertainment for you. I now turn the program over to our M.C.

MASTER OF CEREMONIES: (Seated at table, on which is a microphone, tea kettle, cups, or other props.) Good morning, everyone. As your announcer told you, the Assembly Committee, all worthy seniors, went out into the Freshman Class in search of talent and they've come up with some really swell people. Our first Talent Scout is comparatively new to Long Beach High but he's already made quite a name for himself. (This was quite true as the boy was a professional.) Being British, he's a perfect customer for tea. His name is David. (David enters left.) Hello, David, would you like some tea?

DAVID: (Taking out his own British brand.) Yes. But I've brought my own.

M. C.: Seriously, David, I think the audience would be interested in what you've been doing professionally. (David relates professional experiences.) Well, that's pretty thrilling. Now, whom did you bring with you?

1st TALENT SCOUT: I've brought _____. He likes to sing; you may have heard him sing a solo at the recent Junior High graduation.

M. C.: What else can you tell us about him?

SCOUT: Well, he graduated with an 85 average, he likes algebra very much, and thinks our high school is "terrific!" He likes all sports, although his specialty is swimming. He has already been elected president of his class and seems to be following in the footsteps of his brother who graduated from our high school a few semesters back. He was an active guy in the junior high school and I hope he will continue here.

M. C.: Well, I hope so, too. What's he going to sing?

SCOUT: He's going to do "Slow Poke." (exits)

M. C.: Thank you, Dave. And now singing "Slow Poke."

The above format was used for the six numbers but may be varied to suit the producer.

ANNOUNCER: Well, I hope you enjoyed the show. Did you? (Applause) I thought so,

and now don't forget our product—Personal Growth. Some day you, too, will be a senior with your high school life behind you. You will be an alumnus, just a name on a card, a graduate with a written record. Let that record be the real you—you at your best. Remember: develop your potentialities! This program is brought to you through the courtesy of the S.A.P.G. Society for the Advancement of Personal Growth. Remember our product—*Personal Growth*.

An active and efficient student council is an important organization in any democratic and successful school.

A Student Body Impeaches Its President

By the Sponsor

(Nearly all descriptions of student council organization, administration, and activities reflect successful experience. This is logical and desirable. However, an occasional description of a failure should also be helpful, because—as we have always maintained—if properly analyzed and capitalized in the direction of a later success, such a failure may be a very profitable experience. Although all names are fictitious, the following is a true story.—EDITOR)

Every student council sponsor has seen, at one time or another, apparently incompetent students elected to important posts of leadership. Many times we have seen how some of these students accepted the challenge of the office and later developed into excellent leaders. On the other hand, we have seen how some of these students refused to accept the responsibility and failed. This article describes what one student body did when the leader whom they selected fell into the latter class. Xburg High School, which is located in Xburg, U.S.A., has an enrollment of 600 students.

THE OFFICE of student council president is hereby declared vacant."—these were the words that Principal Julian Cobb announced over the school's public address system one October morning. Few students even questioned the statement as they all knew the reason that it had been made. A series of events leading to this announcement began at the time of the election the preceding spring.

Johnny Jones, whom the faculty and many

of the student leaders felt at the time was a poor choice, was elected student council president. Johnny was a member of a family of great influence in the community, consequently many students voted for him because of the familiar ring of his surname and of their association with other members of his family. Rather than accepting his new office as an honor and a challenge, Johnny began to use his new position as an excuse for breaking every possible student council rule, as well as showing disrespect for teachers and students generally. The current council officers, at the request of other students, several times asked him to appear before them, warning him about his attitude and conduct. After each appearance, Johnny's conduct became increasingly worse. School closed and everyone hoped that the three months vacation would give Johnny time to "get hold of himself." He was to take office at the beginning of the following school session.

As it was the usual custom, the sponsor asked the president to call the officers together around the middle of August to make preparations for the council activities at the beginning of school. Johnny said that he did not have time either to notify the others or to attend such a meeting. After attempting to set several times, none of which suited Johnny, Principal Cobb and the council sponsor called the officers together for the purpose of appointing committees, setting up goals, and selecting activities, subject to the approval of the council and the student body. Even though the lack of interest on the part of Johnny was perfectly evident, no mention was

made of it by the principal or the sponsor to the officers.

The day of the installation ceremony drew near. Johnny and all of the officers had been given a copy of the script. The week before the installation service the council met several times for practice. All members, except Johnny, knew their parts. Each time the rehearsal had to be terminated due to the fact that the president had to install each minor officer and the individual groups—homeroom representatives and club presidents—and Johnny was not familiar with his part. Final practice was set for Tuesday as the ceremony was to take place on Wednesday.

Johnny was absent from school all day on Tuesday; the school office called his home and discovered that his parents thought that he was in school. When he returned home he told his parents that he had been working at a local store all day upon the request of the store manager who had approached him as he was on his way to school. He brought an excuse to this effect. Upon checking with the owner of the store, it was discovered that he had not been there at all. He had falsified to his parents and to the school concerning his whereabouts. Since the students were prepared for the planned program, Principal Cobb simply made the statement to the student body: "The student council installation service has been postponed until a later date." Johnny himself told many of the students what had happened.

The word spread; this was too much for the students. Many of them went to Principal Cobb and asked that something be done. Principal Cobb called Johnny in and explained to him how the students felt about his last failure and that the members of the council (who were given the authority in a section of the constitution) were planning to impeach him. Johnny asked Mr. Cobb what he should do. Mr. Cobb told him that he had a choice—either he could resign or he could let it come to a vote of the 45 member council which had requested an explanation of his recent action in order to discover whether or not there had been mitigating circumstances. The group wanted to be fair. Mr. Cobb told Johnny that he could follow either of the two courses but the least embarrassing of the two would be to resign. Johnny told the principal that he would take his chance and go before the council as he was convinced that the students who had elected him were still behind him. Mr.

Cobb warned him about the danger of being misled by the few students who would "pat him on the back" but he (Mr. Cobb) had reason to believe that the great majority of students were not in sympathy with his conduct.

At the council meeting Principal Cobb told the members that many of the students had asked the reason for postponing the installation, as well as the reason why certain phases of SC work had been slighted. He explained that he had withheld information from the students as long as possible, but it had now become necessary to inform them of the facts, beginning with Johnny's misconduct before and after his election the previous spring up to the present. After this recital Principal Cobb asked Johnny if he had misrepresented any of the facts of the case. Johnny told the council that all of Principal Cobb's statements were correct.

The case was then turned over to the council which voted, with only two dissensions, that Johnny should surrender the office of student council president. It was the majority opinion that they had, by electing him to this office, bestowed upon him one of the highest honors that it is possible for a high school student to receive, and that neither had he upheld the standards of Xburg High School nor the office to which he was elected.

The following day, Principal Cobb announced over the public address system, "The office of student council president is hereby declared vacant." The vice-president of the student council was elected president by a unanimous vote of the students. Not only does this new president, whom we shall call Jack, realize the challenge that is his to set a good example and to serve well the students of Xburg High School, but the students themselves have become united in their efforts to make the student council successful.

The lesson was well learned. This experience gave the entire student body a "jolt," which has made it more appreciative of its responsibility in school government and more discriminating in its evaluation of council officers and members. While the impeachment of the president was truly a trying experience for those of us who worked with it, there has been so much noticeable improvement in school spirit, in student effort, and in respect for discipline (faculty and student) that we feel the results have helped to compensate for the impeachment ordeal.

Much planning and organization are absolutely essential in the ultimate success of, and educational value of, any school class trip.

Solving An Educational Trip Problem

THERE IS ONE PROBLEM that proves a serious one whenever educational trips are undertaken. Before we can discuss this with any degree of effectiveness, we need to examine the fundamental concept of "educational trips" and arrive at some sound definitions as a basis for discussion. An educational trip is not just a school picnic. Calling a cur dog a setter does not alter the true nature of the animal. He still refuses to set birds. So merely dismissing school and having a picnic that you call an educational trip does not alter the nature of your students' experience. They are still on a picnic.

The final criterion for any educational trip is that it should inspire in the student a desire to make additional trips for furthering his experiences along a particular line of thought not easily developed by any other method of study. If the trip is to accomplish the important and, just indicated, as its primary purpose, there are certain definite characteristics it must possess.

1. It must have value as a functional type of learning.
2. It must take the student to actual places so that studies can be made under natural conditions.
3. It must afford the student many varied learning experiences.
4. It must make for a higher correlation between the so-called theoretical phases of education and practical experiences, so difficult to obtain within the bounds of the school room itself.
5. It must be interesting and stimulating to the pupil.
6. It must help bridge the gap between school and home life.
7. It must stimulate discussion.
8. It must tend to create within the student a more critical nature of things about him.
9. It must provide material for additional study.
10. It must afford the most effective type of visual education.

Even though educational trips in your school have been so carefully planned and so wisely conducted that they obviously fulfill an important

CHARLES D. NEAL
Principal, Allyn Training School
Southern Illinois University
Carbondale, Illinois

educational function, there is at least one serious objection to them that will be raised by many persons in the school. And this objection is an entirely valid one. If trips are to be retained in the program, it is accordingly necessary to consider and build defenses against the frequently heard complaint that trips interrupt the regular routine of the school program with disastrous results.

There is solid ground for complaining on the part of teachers who have been developing a carefully planned program while some of their students were absent on trips, especially those that had no bearing whatever on the subject.

The writer has observed that many far-sighted educators are working on the theory that if you can't bring education to the boys and girls, take the boys and girls to be educated. Consequently, trips are planned for the nature study or science groups, the social studies groups, the home economics groups, the agriculture groups, the music groups, etc. Trips provide opportunity for students to visit, study, and participate in educational activities that could not be brought to the school by way of the regular classroom method. However, after each trip, there always seems to be a complaint from at least one or more faculty members, and rightly so. No matter what plan is followed under the traditional method, some youngsters fail to make up assignments that the non-trip teachers had made during the time the educational trip is in progress.

The problem lends itself, however, to a ready solution if approached from a logical angle. The writer, at a teachers' meeting of a public high school last year, raised the question, "How can we solve the problem of regular assignments lost by students on educational trips?" One of the teachers explained that she thought everyone, both student body and faculty, would be much happier if the students completed beforehand the assignments that would ordinarily be missed for classes remaining at school. After discussing the

issue for well over an hour, an educational "trip permit" was developed.

Since the meeting at which this problem was discussed, educational trips taken during school hours are handled as follows:

1. Students secure in advance the blank permits for educational trips from the principal's office.

2. When each student satisfies a respective teacher that he has completed the assignment for the day of the trip, that teacher writes on the trip permit the name of the subject and signs her name. As the nature of the working on the trip permit indicates, it is not always necessary for the students to hand in something written for the day missed. The teacher, in the case of a shop permit, may approve a student's absence if his project is advancing according to schedule.

3. Before the group leaves for a respective trip, each member turns in his completed educational trip permit to the principal's office.

Needless to say, under this system, very few students have missed out on educational trips, and not another complaint has been heard from any faculty member.

Principals of several other schools have expressed an interest in the educational-trip permit, and one of our state agriculture supervisors requested permission to suggest the procedure to every agriculture teacher and school administrator in his territory. The writer will be greatly interested in obtaining criticisms from readers of *School Activities* in regard to the feasibility of this plan to their own school system.

School Activities, Bullies, and Mischief Makers

T. R. SHANNON
Sacramento State College
Sacramento, California

BERT WAS BIGGER than any other boy in the sixth grade because he was older; and older because he was dumber. Although he was somewhat corpulent, he was not large for his age; he was less obese than obtuse. John Sherman, in the same grade at the same time, was about the same age and same size as most of the other pupils in the room. Every day at morning and afternoon recess, Bert threw John down on the playground (unsupervised play)

and sat on him. John got so used to the ritual that he began running out first to find a nice grassy spot.

All the while Bert was sitting on John, he was asserting and John was submitting. But whereas Bert sat on John twice a day on the playground for fifteen minutes, when the boys were in the classroom, John sat on Bert for hours upon hours. Bert was asserting in the only way he was capable of: his superior size. John was asserting in more noble and glorious ways which society approved and applauded.

As John took it lying down on the playground, he often muttered under his breath, "OK, you big slob. You're bullying me simply because you're older and larger. But you're not a superman. When I grow up, I'll even the score with you. There'll come a day."

It has been over forty years since Bert and John were classmates, and the two have not met in the meantime. But many a time John has said, "No. I'd not undertake retaliation if I met Bert again. What I really should do in such case would be to again hunt a nice grassy spot and invite Bert to come park his carcass. I still owe Bert hours and hours of free parking. It is not solely my sweet Christian spirit of forbearance which has changed my attitude; I simply understand the psychology of it—that is all."

Vincent was not obtuse; he was quite acute, in fact. But he, too, had never discovered a way in which he could shine in any worthy activity. One day on the playground he seized a rock the size of a hen egg (which should not have been on the playground in the first place) and cried, "Watch me," as he threw the stone through a windowpane. He evidently thought his fellows would surround him in open-mouthed admiration to gasp, "What a man!" But they didn't. Instead, they moaned, "What an ass!"

Clarence had just normal intelligence. Like Bert and Vincent, he too had never tasted the feeling of self-esteem which comes from receiving acclaim for noble work well done. One day, in that same sixth-grade room, when the teacher stepped outside for some errand, he thought he saw his opportunity.

The teacher's desk in that room sat on a platform high enough to make Clarence think it represented the seat of the mighty. Without hesitating to think his way through his projected plan, he rushed to the "throne" and gazed all around triumphantly. Then suddenly he seemed

to say to himself, "What do I do now?" Like many another little man in a big position and no program, he proceeded to make a fool of himself. Clarence's medium for self-destruction consisted of making a lot of unpremeditated grimaces. Then, right in the middle of one of Clarence's facial contortions, the teacher re-entered.

When a person has no way of showing off in legitimate ways, one or another of two bad consequences is inevitable: he either will develop an inferiority complex, or will show off illegitimately. Bert, Vincent, and Clarence all illustrate the latter consequence. More instances of school-ground bullying and mischief—of adult misbehavior, for that matter—can be attributed to this cause than to any other.

Mischief, says Webster's New International Dictionary, is derived from "Middle English *meschef* bad result, from Old French *meschief*, from *meschever* to be fortunate, from *mes-* (from

Latin *minus* less) plus *chief* end, head (French *chef* chief)." A liberal translation, therefore, is: a bad result from action by somebody who wants to be chief and can't. The perpetrator of mischief—as well as society in general—its unfortunate.

Unfortunate indeed! And such misfortune is unnecessary! It can be prevented so easily. The main thing that is needed to prevent calamities of mischief is to give each pupil some way by which he can show off in ways which society approves and applauds.

So long as the school's so-called curriculum and extra-curricular activities are differentiated from one another, the latter will provide infinitely greater possibilities for self-realization than the former. There is a very definite relationship—an inverse one—between school activities as preventatives and bullying and mischief as consequences. Up with school activities; down with bullying and mischief.

Everyday activities in mathematics are successfully incorporated in regular classes. Similar activities could be used in all subjects.

The "Act" In The 3rd "R"

ACTIVITIES SHOULD BE A PART of mathematics course. These activities include assembly programs, a parade of posters, illustrations, murals, and bulletin board exhibits. Results are: (1) an attractive room; (2) increased understanding of the work involved; (3) pride in displayed work; (4) motivation and interest in application of mathematics in everyday life.

Starting the parade may be a mural on ancient measures, or individual posters of Arabic and Roman Numerals. A few children object to the drawing of pictures, claiming that they have no talent in art. Then it is suggested that they use interesting and colorful magazine pictures. The boys bring pictures of horses, cars, airplanes, baseball and football players, while the girls usually produce models in beautiful clothes, sewing machines, lovely rooms, and pretty children. Naturally, a few with a sense of humor will find something eccentric and different. The pictures are shown to the class and a discussion of "Real Life Problems" develops. Each pupil writes a

LOIS BOTKIN
Emerson Junior High School
Enid, Oklahoma

problem about his picture, works it, and presents it to the class who check it for accuracy. As a final step, the pupil makes a poster of the picture and the related problem. A committee chooses the most attractive posters and arranges them on the display boards around the room.

Among the mathematical topics well-suited for display purposes are ratio, percentage, plane and solid figures, geometrical constructions, graphs, indirect measurements, banking, and insurance. These topics are particularly interesting and attractive when combined with seasonal or timely interests.

Percentage is the principal unit for about ten or twelve weeks in the fall. Many interesting outside activities take place during that period. It is a real problem to include them all in the mathematics program. The school's magazine sales for a week offer daily problems, such as: "At 30% commission, find the money earned by

the school on sales of \$450." "What percent of the quota did the Home Room reach each day?" "What is the percent of increase from yesterday's sales?" Graphs and thermometers keep the pupils interested.

Football season brings such problems as "Find the percentage of games won of the games played." "What percentage of passes tried were completed?" Pictures of favorite stars are clipped from papers and keen rivalry develops in making posters of them and their records. The playing of football with percent problems makes it a real sport to work such problems quickly and accurately without pencil and paper.

Decorating the room for Christmas is always a major problem. Geometrical constructions provide lovely cathedral windows, while a search of the magazines and Christmas cards brings clever and colorful Santas, reindeer, sleds, and trees. Every picture is a subject for a percentage problem. One of the best posters has two identical pictures of Santa's face. Each face has a cotton beard, but the second beard is much longer than the first. The problem says: "What is the percent of increase in Santa's beard since last year?"

January sees the finish of a unit on areas of plane figures and the construction of a winter wonderland in our classroom. The study of hexagons gives the information that all snowflakes have six points. Immediately every child is eager to make a snowflake. Of every size of red, green, silver, black, and blue shiny Christmas wrapping paper, the snowflakes make a lovely picture scattered in a helter-skelter fashion against a white background. Again, Christmas cards provide colorful snowmen which are brought to class, measured, and their circumferences and areas are figured by the class. A black background is pinned on the display board with a strip of white paper for snow. The snowmen are arranged on the display board, while on the snow itself, the children write their work on finding the circumference and area of each snowman.

Indirect measurements bring a great deal of pleasure. Every pupil with a pencil in front of his face and a yard stick in his hand is seriously figuring the height of a flagpole, a tree, or a friend. Ropes appear and square corners are staked out by the score. Artistic students draw posters of trees and flagpoles, while the real

mathematician delights in scale drawings of ships, lighthouses, and streams.

Banking and insurance studies in the spring bring out the idea of "Saving For a Rainy Day." One of the most colorful displays on that topic is labeled "Protection." The pupils make eight-inch green and white umbrellas. Then as they study the various benefits of insurance and savings, pictures are placed under the umbrellas. The pictures include children, old people, and schools.

In order to stimulate the thinking of the capable pupils who finish tests quickly, an "Extra Credit" problem is added to the test. The children are not graded off if they miss the problem, but do get an extra credit if they work it correctly. Each six weeks a poster is made for the bulletin board with the "Extra Credit" names added as the points are earned. The posters are made attractive with pictures and headings, such as:

First six weeks: A picture of a squirrel cracking nuts, "We've Cracked Tough Nuts."

Second six weeks: A bright colored rooster, "Something To Crow About!"

Third six weeks: A large cut green paper Christmas tree, draped with tinsel. Hung on the tinsel are small red balls or stars with pupils' names on them. A gold star at the top of the tree has attached the names of the pupils who have made the highest number of points. The title on this is "The Stars."

Fourth six weeks: A snowman. "The Thinkers."

Fifth six weeks: A savings bank. "Investing in the Future."

Sixth six weeks: A magician pulling a rabbit out of a hat. "Mathematicians."

Pupils who seldom make "A" on a test, strive with every effort to get their names on the list of good thinkers.

Many other activities keep the mathematics classes lively. Drills are disguised as football, volleyball, and baseball games. All the anecdotes and humorous complications in a study of banking emerge as a comedy entitled, "The Banker's Headache." Chalk talks, mathematical donkeys, and magicians are all assembly products of the fertile imaginations of creative youngsters who love the action in a well rounded mathematics course.

Student guidance, excellent student relations, sportsmanship, and sound educational development are acquired in this inter-school project.

A Freshman - Sophomore Day

"BEAT GIRARD, BEAT GIRARD, beat 'em, beat 'em!" "Beat Virden, Beat Virden, beat 'em, beat 'em!"

At least two times each school year, when the teams representing Girard and Virden High Schools clash on the football field and basketball court, do the students and fans give way to their feelings and emotions and from all outward appearances seem to express their true attitudes toward each other. However, this emotional outburst which has been going on for many years between the two student bodies, portrays only a superficial spirit which exists only temporarily and has not succeeded in establishing any deep basic or permanent feeling between the two schools.

This type of backing for athletic teams is rather common, but it does reach greater proportions sometimes when schools are near each other and have the reputation of being traditional rivals as is the case between Girard and Virden which are only four miles apart. That this apparent exaggerated school spirit is only a "skin deep" reflection is realized when other inter-school relationships are fully understood.

Each school has been operating under the re-organized community unit plan for the past three years. Virden has an enrollment of approximately two hundred and fifty in the high school while we have about half that number here at Girard. The unit superintendents, high school principals, and faculty members all work together and cooperate in such a manner as schools adjacent should, and thereby do credit to each school. An illustration of this is to be seen in the annual Career Day at Virden to which the Girard juniors and seniors have been invited for the past three years. Not only do our upper classmen take part in this Vocational Guidance Day, but on several occasions members of our teaching staff have also been present, either in the capacity of visitors or instructor. In fact, even laymen from the community such as doctors, contractors, and insurance men have helped to bring the instructional material and thereby made available a wide variety of vocational information for the students.

C. E. REISCHAUER
*Principal, Community High School
Girard, Illinois*

It was this program at our neighboring school given for the benefit of our two upper classes which set some of us thinking about the possibility of some kind of a joint program to be provided solely for the good of our freshmen and sophomores. We were almost immediately cognizant of the fact that while juniors and seniors are at that point in their educational program where a vocational guidance or a Career Day is quite apropos, yet, freshmen and sophomores have not reached this stage. Therefore, a program suitable to their needs must be of a different nature.

This type of project, we felt, was by and large a rather new scholastic procedure, and since there were no other schools from whom we could obtain suggestions and ideas for a suitable table of a full day's activities, we found the problem presented a few difficulties. However, in view of the fact that we were to have as our guests for the day all freshmen and sophomores from Virden, we did not hesitate to ask their school personnel for any suggestions that they might have. With their help, especially that of Miss Gilmore, home economics instructor, we were able to present a rather well-balanced program and one which we now are convinced resulted in inspiring many of these energetic teenagers.

Someone once said that "after all is said and done our only worthwhile moments are those when we are inspired." Since we believe there is much truth in this statement we were particularly anxious to provide a schedule for this day that would do that one thing—really inspire these freshmen and give them encouragement and—in a sense—an educational "lift." This we believed would be beneficial and this we now think we were able to do, at least to a degree.

On Wednesday, April 11, our welcoming committee composed of a group of freshman and sophomore girls were ready to greet approximately one hundred and twenty young visitors for the day as they stepped off the yellow busses

which drove up in front of our building about eight forty-five a.m. With them came several teachers who also were to spend the day with us. Garments were checked, and the entire student body, composed only of ninth and tenth graders of both schools, assembled in the gymnasium for the opening session of the day.

After appropriate words of welcome had been spoken and the atmosphere cleared of any unnecessary feeling of strangeness, everyone was put into a proper mood for the day by listening to a quartet of tenors and baritones who were giving nice publicity to Greenville College which they represented. Following these vocal selections, Mr. John Slater, Director of Admissions at Blackburn College, Carlinville, Illinois, spoke to the entire assembly on the subject, "An Honest Sense of Values." Even though at the close of this talk only fifty minutes of the day had expired we were already sensing the feeling that our day was to prove worthwhile.

So often are high school pupils criticized for shallow thinking, and for placing too much emphasis on frills and fads of the day, and for taking the short view of situations instead of the long view, that we desired to direct their thinking along the channel of "values" with the ideas in mind that there is a proper time for boys and girls to be happy-go-lucky and a time when they should be serious.

From ten o'clock until ten forty-five a series of discussion groups were held. Most of the one hundred and eight pupils were rather evenly divided among these four groups. Mr. Don Beane, Superintendent of Schools, Staunton, Illinois, led one session in which two timely questions were considered, "What Can I Expect from Education?" and "How Important are Grades?" Questions and answers were a part of this session.

In another group Miss Gilmore of Virden proved very interesting and succeeded, we are certain, in administering to some who might have come into the room rather uncouth and unpolished by dwelling upon personality, appearance, and etiquette.

From the State Department of Public Instruction, Mr. Arthur Adams had fun leading his group with a discussion of "Being a School Citizen" and "What is School Spirit?" Some thought that only a few would be attracted by such subjects as "Growing Socially" and "Liquor, What About It?" This proved to be very false, how-

ever, and Robert S. Swain, Methodist Minister, in charge of this group actually drew the most "volunteers" during the first session of the discussion groups.

In order that the day might not prove bore-some at any time and to keep all pupils in a good receptive mind, a little spice was inserted in the program. Midway during the forenoon several students who had prepared a skit representing Hawaiian Hula dancers appeared on the stage and almost succeeded in keeping their audience in stitches constantly during their fifteen-minute presentation. Next, all of the above discussion groups were repeated in order to give more pupils opportunity to share in other sessions.

The afternoon schedule was begun by a State Highway Traffic Patrol Officer, who by means of a lecture and two films (one in technicolor) discussed "Safety in Driving" with the entire group as it sat in the gymnasium bleachers. This period afforded many of these youngsters an opportunity to ask questions about traffic regulations. Because many of this age group had only recently taken their drivers' tests, they were ready with an assortment of questions for the sergeant.

After a brief intermission, all joined in group singing which was arranged and led by two ladies of our local faculty. In order to summarize and evaluate the activities of the day, Mr. Arthur Adams presented his "Reflections on the Program of the Day."

Now with this generalized idea of what was thrust before these ninth and tenth graders for the special day, the question naturally arises, did the results justify the time and effort required to bring this mixed group together? We are thoroughly convinced that they did. The fact that many students and visiting adults were so generous with complimentary remarks, and interest generated by several parents was another indication that the idea was sound.

Certainly a good school should be concerned with mental health, physical fitness, to do what is right, how to be a good citizen, how to be a good family member, how to use time wisely, how to practice loyalty and democracy, and above all, how to teach human relationships in such a way that people might eventually learn more thoroughly the art of getting along with others. This above all we believe was the major benefit derived from our first freshman-sophomore Guidance Day—a few lessons in getting along with people.

The value of a Parent-Teacher Association is dependent upon its organization and procedure in sponsoring and promoting programs and projects.

Is Your P.-T.A. Potent?

HOW CAN WE IMPROVE THE FUNCTIONS of our local parent-teacher association is a question frequently confronting teachers, administrators, and parents, alike. In order to solve such a problem, obviously, there must be knowledge of that which makes an association good and, likewise, that which makes it harmful. Improvement then merely becomes a matter of disposing the harmful and retaining and incorporating that which is good.

As simple as it sounds, this matter of selection and rejection is not a simple one. The process of choice-making is exceedingly difficult as evidenced by the few potent organizations one observes in relation to the numerous impotent groups found.

As an aid in determining what is good and what is bad, there follows a treatment of the common practices of the potent and impotent associations, respectively. In which classification is your P.-T.A.?

The Potent P.-T.A.

Potent associations are active organizations that obtain desirable results by utilizing superior professional and lay leadership, by having worthy objectives, and by striving to eliminate selfish personal ambitions and demagoguery. Their results are the promotion of the well-being of the child, friendly relations between school and home, and better support for education by the general public.

Some of the practices of the potent association are:

1. Formulation of general plans for the year before meetings are begun.
2. Preparation of programs early in the year.
3. Formulation of definite objectives for the year and adherence to the objectives. (They attempt to cover a few topics only.)
4. Provision for teachers and parents to become acquainted at the first meeting.
5. Interpretation of the school program to the parents early in the year. (Explain: school finance, administrative regulations, school needs, employees' salaries, trends in method, and curriculum, etc.)

JAMES E. SEITZ
Industrial Arts Instructor
Huntingdon High School
Huntingdon, Pennsylvania

6. Provision for well-balanced programs. (Include: lectures, demonstrations, motion pictures, etc.)

7. Selection of topics to fit school needs as well as community needs and interests. (Some are: the pre-adolescent child, how parents can help the school, summer recreation, etc.)

8. Education of members to secure public recognition of school needs.

9. Utilization of committees to handle specific problems. (Besides an executive committee to plan programs and coordinate reports, there may be committees on programs, publicity, membership, hospitality, etc.)

10. Cooperation with civic and social organizations within the community which are interested in child development and welfare.

11. Evaluation, by all, of the total program near the end of the year. (Consider: what has been done for the educational and social welfare of childhood in the community, the results in light of the educational objectives sought, the quality of leadership, the feeling each person has toward belonging, etc.)

The Impotent P.-T.A.

Characteristic of impotent associations is poor leadership. Too often this type develops because it has been diverted from using its potential powers by some school executive who feels it to be a danger to his authority. On the other hand, certain unscrupulous individuals tend to use the organization to secure personal advancement, and by so doing, the real function is mistaken in an attempt to make the organization the dominant educational force in the community. In such cases, the group is looked upon unfavorably, diminishing the probability of securing desirable institutional and community changes.

Impotent organizations, those with unbalanced programs, lack of purpose, and misconception of function, usually degenerate into merely a name with little or no constructive achieve-

ment. Some decrease in membership; others die out completely.

Practices leading to impotency are listed below:

1. Involvement in local politics.
2. Domination of meeting by one person or group.
3. Irregular and infrequent attendance by teachers. (Poor participation when they do attend.)
4. Meetings too long. (Monthly meetings should be one to two hours long. Committees meet as desired.)
5. Consideration of an individual pupil's mark during a meeting.
6. Unrelated topics and activities in the program.
7. Dictating to administrators, teachers, and boards of education as to what should be done and how to do it. (Advice is good; continuous dictating is not.)
8. School personnel, especially administrators, holding the most responsible offices. (They should provide leadership from subordinate and inconspicuous positions.)
9. Financing activities, i.e., buying school supplies and equipment, in a tax-supported school system. (If the reasons are valid for

financing a school activity, it should be financed by the board.)

10. Compulsory teacher attendance at meetings. (Administrators can lower teacher morale considerably by requiring attendance.)

Conclusion

Superior parent-teacher associations utilize their potentialities to the fullest extent. When the members of this, the potent type, evaluate their yearly program there is concrete evidence to show that progress has been made in light of previously established objectives. It is those groups of teachers and parents who are constantly working together in an atmosphere conducive to success, where mutual understanding prevails, that obtain desirable results.

Lack of dynamic leadership capable of selecting worthwhile practices and rejecting the undesirable, attributes to the paucity of potent organizations. But, if you as a member of a parent-teacher group can cite by specific examples the desirable changes in school and community brought about by the efforts of your group, then your parent-teacher association is a potent one. You have reason to be proud, for your organization among the minority, is truly a credit to both school and community.

Among other things, a varied public relations program can be strengthened by intelligent and effective use of bulletin boards.

Show Windows On Education

I AM NOT going to give you a technical discussion of the proper arrangement of a bulletin board. You have all had such material in education courses or if you haven't you can easily find it in any education book. I am sure my bulletin board would never meet those specifications because I usually have so much to put on it that every available spot is used. But I would rather see a bulletin board which is teaching something rather than a beautifully arranged one; but if you can combine the two, I highly approve of it.

I think first, I'd like to discuss with you the purposes or uses of a bulletin board. The most valuable purpose to me is to *sell education*. A business man, when locating his new business, chooses a location with a good "Show Window," in which to advertise his wares. He knows that

MARY O'NEAL
Business Education Teacher
Civic Memorial High School
Bethalto County

he can't sell unless the public sees what he has for sale, so his show window is one of his most valuable assets. There is no need for me to point out to you what an attractive show window does to the volume of sales. Here, we are as teachers selling the most important thing in the world—education—but are we advertising what we are selling. Too many of us have the idea that children are required to go to school and that parents have to see that they get there or the truant officer will see that they arrive on schedule, and therefore, why advertise what takes place in our classrooms. Why don't we take a lesson from the businessman and have an attractive show

School Activities

window of our school activities. You might attract a few parents or members of your community to visit your room with it and they might stay to see what is really happening there. I have often read that a teacher was not ready for the opening of school until she had prepared an attractive bulletin board to show the students the things she was offering in that particular room during the year and I believe it should be done by all teachers regardless of the grade level or subject which they teach.

My second purpose is *Motivation*. I had begun to think the word was obsolete until last year when I was taking a course under a Professor from the University of Iowa and he asked a question, which I thought the only answer could be motivation but I hesitated to use it. He fairly screamed MOTIVATE, MOTIVATE, MOTIVATE. Students aren't going to learn just because they are enrolled in a certain subject. You've got to make them want to know more about it. Maybe only a picture would get them to read the unit on Transportation. Maybe an assignment to hunt pictures, materials, cartoons, etc., on Communication would awaken some of them to the opportunities in that field. Perhaps materials on the bulletin board might start a hobby—it might create further reading—it might even increase knowledge.

Whenever we mention Visual Aids, everyone jumps to the conclusion that we mean movies—but not necessarily so—charts, the blackboard, and your bulletin board are visual aids and your bulletin board is certainly the easiest to prepare and the cheapest. There isn't any fee for using it and the world contains a wealth of material to use on it. Some students learn only by seeing, so why deny that child the opportunity of learning by failing to have pictures of your units of learning.

The bulletin board can also put across points, which you verbally hammer on each day, but which never seem to get across. For example, I found a cartoon on filing, which showed two businessmen in the office with the file clerk and her boss told the other man that the stenographer's file was her "hope chest"—she hopes she can find it the next time. My stenographers are trying to keep their files—files—and not hope chests—because they remember the good laugh they had over the cartoon. I teach letter-forms and punctuation by putting notes on their papers

referring them to the correct form as displayed on the bulletin board. By this method they see how it should look as well as hear it discussed in class.

You can use the bulletin board to announce your aims and goals for a particular unit. At present, we have three particular goals on ours and when the papers begin to fall below par, a note appears on their paper reminding them of the goal which they have failed to reach.

Bulletin boards can be used to show progress in certain activities. My bulletin board always contains charts recording accuracy and speed growth and they are the most read material in the room. In fact, they become so finger-smudged that they have to be replaced frequently. Progress in mathematics and spelling certainly could be recorded on such charts.

Bulletin boards should be a place for announcements and students should be trained to look there for information concerning school events.

Probably the question has arisen in your mind—What can one use on a bulletin board? The yardstick, which I use to measure material for bulletin boards is: Anything, which I would have or use in teaching in my room. It need not always be serious, a good laugh is necessary sometimes. Too often, we forget that we are not just teaching subject matter but that we should be teaching the "whole child." If we are aware of this, we should be interested in his conduct, his ideas, his sportsmanship and although we are not assigned to that particular development course, we certainly can put material concerning it on our bulletin board. Some of it might make an impression. A cartoon entitled "Heading For An F" was read by every student in my class. Maybe it didn't get them to form better study habits but it certainly didn't harm them. I can discuss for days, the proper clothes to wear in an office but I can get the point over much quicker by posting a picture of girls dressed appropriately and inappropriately dressed with a simple heading, "Which Would You Hire?" and I can find the pictures in any magazine.

If at all possible, have materials concerning your units on the bulletin board but if you can't find it, at least, put up a pretty picture—Johnny may learn to appreciate beauty even if he can't add.

By all means use your students' work on the bulletin board. You know how well you like to see your name in the newspaper—the same thing appeals to children—get their paper on the board—it's quite a thrill even to high school students. I don't always put up the best work. Sometimes, I use poor and good work to show the contrast such as a neatly written shorthand paper and a poorly written one. It doesn't take long for improvement because they dislike to have their paper displayed as a poorly written one. Choose a particular goal for a day and the people attaining that goal get their papers posted on the board.

The question always arises—but how can I get material for the bulletin board. As I have said before, there is a wealth of material. Any business house will give you free materials—insurance companies will be glad to furnish you with sample policies; banks will gladly give you samples of their materials; railroads, bus lines, etc., will all give you free materials. All you have to do is ask for it. The Office of Education and Agriculture in Washington, D.C., has an enormous supply of free material, which they will gladly mail you.

Magazines and newspapers contain an enormous amount of material that is usable. Always read with a pair of scissors in your hand. I am in disgrace at home because my family find their continued stories posted on the back of material on my bulletin board and it's a little awkward reading—so they have taken to hiding new magazines from me.

Get your students to collect material for the various units. Have contests throughout the year to see which group can have the best bulletin board.

Once you secure material for units—keep it. Make up a file—not a hope chest—and use it year after year. You have different students each year and it will appeal all over again to them. So Save Your Bulletin Board Material.

I'd like to make a few suggestions on how to get students to read the bulletin board. One of my best tactics is to post it during class and they'll break their necks to get up there to see what it is. Let them miss a few club meetings and blithely say, "It was on the bulletin board." If you can't succeed any other way, seat a few bulletin board readers near it and the students behind them will at least realize that you have

a bulletin board and might try reading it some day.

So in closing, May I Urge You To Make Your Bulletin Board A "Show Window," Advertising "Education For Sale."

Major Educational Events of '51

The 19 major educational events of 1951, according to the votes of Educational Press Association members, are: (1) securing of an increase in the allotment of structural steel for public schools; (2) meeting of the attacks on public education; (3) naming of an athletic policy committee by the American Council on Education to curb abuses in intercollegiate athletics; (4) securing of a fair share of the television spectrum for education programs; (5) passage of a law by Congress placing the issue of Universal Military Training into the hands of a commission whose proposals were to come before Congress in January; (6) cessation of the right of veterans to begin new courses of study under the GI Bill of Rights; (7) merging of two adult-education organizations in to the Adult Education Association of the U.S.; (8) expulsion of 90 cadets from West Point for cheating in examinations; (9) increased emphasis on teaching moral and spiritual values in schools; (10) decision to make a fresh attack on the issue of federal aid to education.—N. E. A. Journal

Get Started

Ask your father how much mileage he gets from a gallon of gasoline when he is driving his car out on the open road. Then ask him how much he gets when he is driving in town. It may surprise you to hear him say that he gets quite a few more miles on the gasoline in the country than in town. The reason is that the many starts and stops of city driving use up more gasoline than steady running at a higher speed. It takes a lot of power to get an automobile into motion when it is stopped, but once moving, less fuel is required.

This is just as true of human beings as it is of motor cars. That's why it's so hard to start a job, and why we have such proverbs as "Well begun, half done." Once you get started on a difficult task, you will find yourself well on the road to completing it.—Sunshine

School Activities

ASSEMBLY PROGRAMS for May

ASSEMBLIES FOR MAY

The merry, merry month of May brings a million songs with activities. Authorities disagree about the origin. Some claim that May is a derivation of the Latin word "to grow." Other scholars state that it is derived from **Majores** meaning Senators of the Roman government. Whatever the historical grammar is, the fact remains that all ages and lands look upon May with great favor.

The Romans had a festival in honor of Flora, the goddess of flowers. Floats and parades emphasized the week; the celebrations fostered the growing of beautiful flowers. Later the English observed the traditional May Day customs.

Lucy Larcom wrote of May:

"When April steps aside for May,

Like diamonds all the rain drops glisten."

At this time of the year, the problems for the assembly chairmen are numerous. After-school picnics, examinations, play rehearsals, festivals, and contests interfere with practice plans but it's great to be alive in a country where everyone is free to go as he pleases just as long as he does not trespass upon the rights of others. America is a **grand** country and it's May! This makes a good theme for an assembly. Songs are numerous and a music assembly highlighting festivals is appreciated.

SYMPHONY, SONG, SWING ASSEMBLY Music Department

A short assembly preview of the thirteenth annual Enid High School Music Fest was given by the band and orchestra under the direction of G. Ray Bonham. The show has more variety each year. Hit tunes, well-known symphonies, and popular melodies are played.

Specialty acts are presented along with singing, dancing, and instrumental music. The athletic department features a trampoline exhibition. Convention Hall is crowded with students who attend because they enjoyed the assembly "teaser."

MAY DAY ASSEMBLY

The first week of May is known as **Boys' and Girls' Week** and is climaxed in Child's Health Day, May 1. Everyday of the week has a different theme according to the committee for Boys and Girls.

May Day is centuries old. In old England, the people trooped out into the woods on May

UNA LEE VOIGT

*Emerson Junior High School
Enid, Oklahoma*

mornings. The girls rubbed their faces in the dew so their cheeks would be rosy all year. In every village green, maypoles were wound in bright colored streamers. Little children filled May baskets with flowers and left them at the doors of their favorite friends. This tradition is kept in many localities of Oklahoma. Legendary customs, "old and new," furnish a gold-mine of ideas for assemblies.

Rural schools have traditional May Day assemblies. Music, folk games, and maypole windings are included in the program. A primary teacher in Enid, Theresa Druley Black, has an annual May Day Maypole winding for primary students and parents.

Emphasis on what makes good health can be presented as a concluding number. Statisticians claim a large number of school children need to learn the importance of breakfast. When teaching a lesson to the audience, the script writer should carefully present an objective point of view and lead the audience to arrive at the conclusion through inductive reasoning.

Enid High School has a traditional May Day assembly or May Fete. The public is invited and thousands view the activity. The fete takes place at the Government Springs Park. The school orchestra, glee clubs, speech, and physical education departments participate in the ceremonies.

The main feature is the crowning of the May Queen. Members of the graduating class in formal dress promenade by couples around the lake. Escorts and girls form a colorful background for the coronation.

Several gondoliers bring lovely costumed singers to the festival in boats.

After the crowning, members of the chorus sing and members of physical education classes present various folk dances in appropriate costumes. Then the activity ends with the winding of three large maypoles. The participants are girls dressed in pastel formals.

The speech department, under the direction of Hudson Wilcox, writes the script which varies each year. The main purpose of the speaking is to give unity and emphasis to the proceedings.

Simplification of this activity may be given in the school assembly. The Maypole can be erected in a large box filled with sand. A few of the traditions presented in a thirty-minute program of song and speech need not be elaborate.

If the school audience needs to laugh, a satire is enjoyable. In this kind of program, the sponsor needs a word of warning. Caricature is a coarse form of entertainment. If rowdyism results, the time is wasted.

Pupils need to learn that the good listener is not always looking for faults or laughs. Good entertainment creates high ideals and pleases the audience which is composed of students, college graduates, and guests.

Comedy should be broad and subtle. It can be projected through pantomime and characterization. Slapstick is the broadest; it brings laughter at another's misfortune. Burlesque and caricature are the exaggerated actions of an individual, business, or characteristic. The problem of the director in satire is to present a subtle, witty comedy.

Faculty members or students may agree to present a May Queen Satire. The emcee acts as a promoter of the beauty and talent contest.

The speech and physical education departments select a tall athlete as a candidate known as Annie Athlete. The speech teacher in a laudatory speech presents Annie to the audience. She does a ballet as "The Glowworm" is played. She also gives a short, dramatic reading.

Susie Science is a science instructor. She carries a red bud corsage. Her talent is changing water into a red liquid and other forms of magic. The art department is her sponsor.

Baby Eco or Voco, a member of the industrial arts or vocational department, concludes with a magic stunt about foods or dress. She is promoted by the home economics group. In reality all the candidates are men in girls' costumes.

After the presentations, the audience applauds and one is selected to be crowned. The coronation is done with exaggerated seriousness. The crown is a coke carton.

A serious talk concludes the program. The subject is "Freedom to Laugh." The highlights of the speech should be: "Laugh and the world laughs with you."

MOTHER'S DAY ASSEMBLY Student Council

Honoring the mothers of students furnishes a goal for a worthwhile assembly for the second week of May. Mother's Day is May 11.

The publicity committee issues the invitations; the courtesy committee registers the guests, escorts them to various rooms to view exhibits

and shows them where to sit in assembly. All other committees make careful plans for the program.

The address of welcome is given by the president of the student council. A response from a mother follows. A short eulogy to mothers is given by a student.

The program is a series of short skits showing how mother has contributed to the success of her children.

Here is a suggested list to follow:

Skit I—First Day of School: emphasizing the mother's waiting at home.

Skit II—The Broken Window: shows how mother taught honesty and fair play.

Skit III—Apple Pie: presents the problems of a family who are tardy at meals.

Skit IV—Getting Ready for Sunday School: tells how she gives spiritual guidance.

Skit V—The Book Reports: relates how mother helped with lessons.

Skit VI—The Understanding: shows how mother understood dating, play rehearsals, and disappointments.

Titles to the skits are suggestive; between scenes are musical numbers as "Wonderful Mother of Mine" and "Dad's and My Best Girl."

The speech department has students who can interpret cuttings from the Broadway hit **I Remember Mama**. One especially appropriate for May is "Mama and the Graduation Present." **Mothers of Men** is rich with dramatic device. It is a cutting from the play by Percival Wilde.

My Little Boy by Charles Ewald is a charming story showing how a mother teaches her son tolerance, honesty, and the true values of life. It is not difficult to interpret and would please the audience.

At the conclusion, special recognition is given to the Mothers. These may include inexpensive gifts. A list of suggestions includes honors:

1. To mothers whose children had perfect attendance.
2. To the mother who came the greatest distance.
3. To the mother of the most children in school.
4. To the mother of twins.
5. To the mother of the most graduates to date.

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ART ASSEMBLY

Art and Music Departments

"Fun and Frolic" was the theme of the annual art assembly. One hundred eighty art students at Emerson were assisted by the ninth grade chorus under the direction of Jeanette Ice, instructor. The script for the assembly was written by Velma Murray, the art teacher, and Carol Chelp, a ninth grade student.

Members of the ninth grade illustrated "Just for Fun" at easels arranged on the stage. The emcee presented each artist and drawing with rhymed verse.

A number of students were featured in sketching, using a few simple strokes, they created humorous cartoons which delighted the audience.

Then fifteen songs were portrayed in panoramic form. As chorus members sang the background music, the scenes depicting the songs were presented in life size illustrations. Faces and hands had been cut from each mural and the pupils took positions behind each one.

Some of the songs were: "A Bicycle Built for Two"; "Dearie"; "Mule Train"; "Daisies Won't Tell"; "I Can't Get Off My Horse"; and "I Never See Maggie Alone."

A musical reading followed: "Where Did You Get That Hat?" Two murals featured hat shops—one for men and one for women. The women's hats ranged from bird cages to flower pots.

Other scenes portrayed "Paper Dolly," "The Man on the Flying Trapeze," and the "Barber Shop Quartet." Each group of students painted and presented its own illustration on heavy paper.

The assembly convinced the audience that art was enjoyable as well as attractive and profitable.

If the school does not have an art department, the assembly committee may work out a program emphasizing and demonstrating "Tricks for Bulletin Boards." The committee requests posters from each department and shows how attractively mounted displays are interesting. Analyze the displays through discussion and criticism. The purpose of this assembly is to help the audience learn good advertising practices through the bulletin board techniques.

Suggestions and rules are found in art books. Professionals in advertising firms can give information on window displays and applied art. A commercial artist or cartoonist is always appreciated at the assembly.

Art rules in scenery and play production may be presented. A room set in proper arrangement, color combinations, and balance is easily demonstrated.

The use of color in clothing is instructive. Students show what color combinations are becoming and pleasing.

More Assembly Programs for May

"As full of spirit as the month of May," said Shakespeare—and how right he was! For, to the teenager at least, May brings promises of bright futures—whether it be summer fun or more distant goals anticipated by the young graduate.

Because May is a culminating point on the school calendar, auditorium activities are bound to be spirited as well. Certain programs are imperative in May, and whether a class day or a spring festival, it is a task of no small dimensions to supply new themes for these events.

THE CLASS DAY PROGRAM AS A DEMOCRATIC STUDENT VENTURE

In most high schools a Class Day Program of some sort is an annual affair. Usually, the Class Day serves as a time to reminisce over past events in the lives of the graduating class, covering important points in their social and class room activities. This show is often a humorous one, but it has been found that a serious theme stringing the humorous skits together makes the show quite out of the ordinary. This is not easy to accomplish if it is true, but the show then be-

CAROLYN LILLIBRIDGE Shorewood High School Shorewood, Wisconsin

comes not only an enjoyable one, but also an unforgettable one. (It has been our experience that a serious theme is always chosen by the student script writing committee as the more worthwhile.)

In organizing the Class Day Program it is well to start weeks in advance of the actual production, for the script-writing committee finds a demanding job in store for them. Approximately a dozen students on this project is sufficient.) An excellent way to begin is for the committee to choose a chairman at this first meeting. The chairman handles meetings, issues deadlines for scripts, and keeps in close touch with all committees. After this selection, the work begins. As a warming-up session the committee lists on the blackboard events or incidents—typical of their class from past and present history—which they feel are unusual ones, as well as ones they think might have dramatic possibilities. Not all the ideas on this first list

are applicable to dramatization, but one weak idea often leads to a strong one, and it is well to start with a good sized number of such incidents. A sample from one beginners' list follows: Biology Class (Dissecting frogs—girls' reaction); Homeroom Scene (Contrast between 9th grade homeroom and 12th grade homeroom); Parent-Student-Teacher Conference; Social Dancing Scene (Learning to dance. Possible contrast between grades); Hall Scene; Ring Selection Scene; Driving Scene (Learning to drive); Date Scene; Dean Scene.

Selection of scenes differs with each school but suggestions will mount up into the dozens. From these favorites can be selected. If it is desired to present the scenes in chronological order it is possible to select scenes from each grade—social, classroom, or co-curricular in nature. It is well to keep scenes as universal as possible, so that they are typical of the class and not a few individuals.

The committee is then broken down into groups of three who select one idea to write into a scene for the next meeting. On the deadline set for the first drafts to be prepared, the committee as a whole listens to each scene as it is

read, and then constructively criticizes it. (During these meetings the teacher sits as an adviser and critical member of the group.) The re-writing begins and another deadline is set. Re-writing is an important phase of this job—sometimes it is advisable to assign a new committee a re-write job in order to keep the scene fresh.

If the scenes are well-written, using incidents that lend themselves to dramatization, there will be no need to gain laughs by "making fun of" anyone. A good show has no place for this; and the experienced director finds that the higher standard expected of students—the better the show, for a committee works even more diligently when inspired and challenged.

The task of tying the show together looms ahead. Simplicity is the keynote, for the theme brings out not only the serious side, but some chuckles as well in the brief transition between scenes. Two themes are suggested below, which have been used successfully in the Class Day Program.

1. **The Clock.** The stage setting consists of a large stylized grandfather clock up center stage. The numbers on its face are 7, 8, 9, 10, 11, 12—and as each year's scene begins the hands move to the correct number. (Crew member behind clock does this.) Using time as the element holding the scenes together, the narrator brings out the idea of how long a time six years seems to the seventh grader until he graduates, but how, as time goes along it seems to go faster and faster until the senior finds there is little time to do all the things he would like to do before graduating. If a public address system is available the steady ticking beat of a clock can be amplified during the narrator's speeches, speeding up as he gets closer and closer to the 12th grade scene. Those who are in each scene enter through the door of the clock on cue, as the spot switches from narrator to scene.

2. **The School Spirit Class Day Program.** A handsome gentleman in his late 60's—in full dress—ties the program together as he reminisces about the past as he remembers it. During this narration he casually leans against the proscenium arch (a la "Our Town"). In this program the scenes take the audience back fifty or one hundred years, or possibly the age of the school. Comparisons of early and modern incidents can be played as the "spirit" leads into each scene through his reminiscing. Included might be an early debate team (oratorical style complete with pitcher of water on the rostrum), a Charleston act, a classroom scene, a date scene—all of an earlier period. These scenes gradually lead up to modern scenes typical of the class of '52.

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Staging is simple and is confined to using tables and chairs—even driving a Stanley Steamer can be done with chairs as props. A classroom scene might be done with frames resembling windows in front of the audience downstage of scene, so that the onlooker gets the idea he is looking into the classroom itself.

The narration for this program should be in warm and reflective style, leaving the audience both entertained and inspired. Perhaps a parody can be written to a song to be sung by the whole cast at the close of this program, with the gentleman "spirit" joining in with the group. Or, the class song might be sung as an appropriate ending.

It is effective for seniors in caps and gowns to march in to music at the beginning of this program, and those who are in the cast can march in first going directly to the stage exits and up on stage. Usually the cap and gown covers all but the most extreme costumes. At the end of the program a certain dignified finality is added to the program if the seniors march out as well, while the audience stands. (If your class has the traditional will to be read it can be placed between the last song and the recessional if an appropriate place for it cannot be found in the scenes themselves.)

THE STYLE SHOW ASSEMBLY

This assembly, sponsored by the home economics department, fits in beautifully with the May calendar. Gowns are finished and selections from the entire lot of dresses can be made as to which ones will appear in the style show. If it is possible, every girl in the home economics department should model one article. Because the talented seamstress does not always show a positive interest in dramatics, this program will give her an opportunity to acquire the stage poise without the speaking which often goes with most other stypes of stage roles. One idea for the home economics style show where the clothing classes model their creations is as follows:

Use a spring garden setting. Set a wall on either side up stage with an archway and steps leading in the center to main center. In front of the wall on either side place a garden table, chairs, benches. The narrator, on far left stage, introduces each girl and gown. The model pauses in the archway before going down the steps and to specified table or bench, or out left or right exit. The gown must be studied by the director and careful arrangements of color made of those gowns which remain on stage during the rest of the modeling. To make this more casual some of the models may go out together after having

had a coke at one of the tables. During this program a waiter can serve those on stage at appropriate times. It is advised that not more than seven remain on stage during the show. Otherwise, they may distract from stage balance, as well as from the model being discussed. Background record music of light waltzes help set the spring mood plus the invaluable help they offer in improving rhythm in walking. Many variations of this idea may be made according to size of cast and stage scenery available. One word of caution: ample practice time must be given this program, so that the models are poised and confident, and so that music, narration, and stage composition give a professional touch to this assembly.

And so, in many schools May brings to a close the Assembly Programs of 1951-52. New calendars are formulated and already the coming year's activities are being formulated. It is possible to work out auditorium activities so that as many students as possible have an opportunity to appear on the stage during the year in well organized programs, the result leads inevitably to: 1. Better audience appreciation and attitudes; 2. An eagerness to come to an assembly program; 3. Interest in being in an assembly program; 4. Pride in each program which promotes growth of school spirit; 5. Better public relations with parents and community who give valuable lip service after having seen the opportunities offered the students; 6. Invaluable experience to script writing committees, student directors, and cast.

True, the work of the assembly director is never ended, but here in a school where a special class plans, writes, casts, and directs each weekly assembly we are enthusiastic about student designed assemblies. Having been active in this task for ten years the class has passed the acid tests!

Hats off to the many schools who put student responsibility to work on the assembly program. For truly here is democracy at work!



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News Notes and Comments

Moral Values

The schools are provided for the instruction of youth. Although they cannot accept the entire responsibility in this complex society in which we live for a 100 per cent job in this area, since the schools are concerned particularly with this problem of training the child for a major portion of his youth, they must of necessity teach moral and ethical values. Unless such teaching accompanies the teaching of the subjects set up in the curriculum our democratic society will fall.

Character training is the heart of the instructional process. A child may make a perfect grade in arithmetic; but if he grows up to falsify his income tax, then he has really failed in this subject. Honorable relationships with fellow students may be taught in sports, in social studies, in various other subject areas. High school grades as ends in themselves should be discouraged. Professional proficiency must include ethical values and the school must deal increasingly with ethical implications in all of its activities. —N. C. Public School Bulletin

Stamping Ground

The U. S. Post Office Department is now making plans for a new series of 35 stamps commemorating the work of famous Americans. They will be issued next year.—Senior Scholastic

National Poster Contest

A national poster contest for high school students is currently being sponsored by the livestock and meat industry of this country.

The contest is being conducted by the National Live Stock and Meat Board, representative organization of that industry. It is a part of a large-scale program carried on by the Board for the purpose of assisting educators in teaching foods courses and in stimulating student thought and interest about the industry's end-product, meat.

The contest theme "The Importance of Meat in the Diet at All Ages," was chosen because of the particular significance now being attached to meat in the research field.

The contest will close April 15. Cash prizes will be awarded to national winners, according to the announcement. In addition, cash awards will be made for the best poster from each state.

Announcement has been made by the National Association of Manufacturers of a resolu-

tion by its board of directors urging members to secure adequate local, state, and private support for elementary and secondary schools and to exert every effort to make available to higher education the supplemental private support essential to meet the educational needs of youth, American industry, and the nation. While still strongly opposed to federal aid to education, the NAM directors recognize the squeeze which economic forces have put on the public schools and higher institutions and call on their members to aid locally in securing financial support for education.—The Education Digest

\$64 Question

Just why did 43,991 boys and girls enroll in the public schools last year and then drop-out before the school year ended?

This is a \$64 question. No one knows the specific answer. Some left school for reasons of ill health; some moved to other states; some found jobs—many just dropped out because they could or did not adjust to the school program. Drop-outs moving to other school units are not included in the figures cited.—N. C. Public School Bulletin

Sixty million workers comprised our civilian work force in 1951, and an increase of 30 million is predicted for 1975 by Seymour Wolfbein and Harold Goldstein of the U. S. Department of Labor in their new booklet, "Our World of Work." This booklet emphasizes the importance of women in the American economy, pointing out that every third worker is a women, gives other facts and figures about jobs today, and forecasts trends for the future.—Maryland Teacher

UN Contest

The American Association for the United Nations (45 East 65th St., New York 21) is again conducting its annual United Nations National Student Contest. This will be the twenty-sixth such event. The contest has become a recognized part of the program in thousands of schools all over the United States. Last year about 50,000 students took part.

The prizes include a trip to Europe, visits to the United Nations headquarters, college scholarships, and money awards. The competition is open to all high-school students and is based upon a study kit which will be furnished by the association.

How We Do It

A JOB WELL DONE

In the search for a lasting and useful memorial for the World War II dead, Robbinsdale High School students chose a new Hammond electric organ. The plan was fostered three years ago by high school principal, Milo M. Mielke.

The class of '46 started the ball rolling by pledging its 300 dollar class gift to the new organ. The classes of '48 and '49 also pledged their gift to the organ fund.

This year, in order that present students could have the use of the organ, and to avoid a long drawn out process, the Curtis Publishing Company was invited to authorize a magazine subscription drive. This would help raise the remaining necessary capital to purchase the organ.

With their pencils raised on high, the students immediately began canvassing the entire community for magazine orders.

One would be surprised how easy it is to sell magazines, especially when there are added incentives such as we had—two cash prizes for the two highest salesmen in the grade, junior, and senior high schools.

There was a student chairman in charge of the drive, aided by the senior high guidance counselor.

To finish the drive successfully, each student who brought in a subscription on the final Monday, was given an hour and a half holiday later in the year. This provided the final punch needed to exceed the quota mark.

Originally it was estimated the total gross sales would be about \$3600.00 but the final gigantic figure amounted to \$4685.50. The net income after all deductions, amounted to \$1300. Since this was enough for a substantial payment, the administration ordered the organ.

It arrived in time for the senior class to use it in the play "Our Town." The organ added greatly to the beauty and mood of the play. That was the first use it had, until the official dedication to Robbinsdale Gold Star boys on Sunday, May 2.

At that time Miss Ramona Gerhard, well known CBS organist, played a memorial concert to an audience of 1200 people, in the high school auditorium.

On the preceding Wednesday, Miss Gerhard graciously consented to play an all-request concert for the student body. Two performances

were given—one for the combined junior and senior high and one for the grade school. Each junior and senior high student paid a quarter for admission, and each grade school student contributed a dime. A total of \$300 was received in this way, to boost the total even higher.

Coupled with the class gifts, outside contributions, and magazine sales' profits, these two concerts helped make the organ a "bought and paid for" reality.

This was not just a class or school project; but a class, school, and community enterprise, in order that Robbinsdale would have a lasting, useful, and above all, a worthy memorial to boys who paid with their lives in the last great conflict.—Robbinsdale High School, Robbinsdale, Minnesota

BOY SCOUTS LAUNCH THREE YEAR PROGRAM

The Boy Scouts of America, with its membership of 2,900,000, is now launching a "Three Year Program" to help make and keep America physically strong, mentally awake, and morally straight. The slogan of the campaign is "Forward on Liberty's Team" and the symbol is the Liberty Bell.

During these three years (1952-1954) the Boy Scouts will do all in their power to strengthen the boys of America, the Boy Scout Movement, and the Nation to meet more adequately the stern realities of present-day conditions. They nationally pledge:

- I We will help the Boy—
 - To go: Forward in Personal Fitness
 - Forward in Skills for Living
 - Forward in the Faith of his Fathers
- II We will help the Scout Movement—
 - To go: Forward in its Community Relationships
 - Forward in its Adventuresome Program
 - Forward in its Devoted Leadership
- III We will help our Nation—
 - To go: Forward in Conservation of our Human and Natural Resources
 - Forward in Alert and Active Citizenship
 - Forward in Spiritual Ideals.

State Governors and Mayors of cities have invited the top leaders of Churches, Schools, Parent-Teacher groups, Civic, and Fraternal bod-

ies to join with them in an appropriate ceremony during Boy Scout Anniversary Week, February 6 to 12, to pledge their cooperation, on behalf of their respective institutions to carry out the Three Year Program, and together "Go Forward on Liberty's Team."

During 1951, two nation-wide Good Turns will be carried out—a "Get Out the Vote" Campaign to get citizens to register and vote as part of their citizen responsibility and a "Blood Drive" Campaign in local neighborhoods in cooperation with the American Red Cross. The Boy Scout interest in these and other projects will be the training values to the boy as well as the returns on the project itself.

School administrators and teachers will be interested in the possibilities of this program, in their own communities, for increased training in moral and spiritual values, practical training in participating citizenship, conservation of human and natural resources, personal fitness, love of country, and personal integrity. Current literature, neighborhood projects, and programs, as well as leader training will be developed and geared to the major current objectives of the Three Year Program.—Boy Scouts of America, School Service, 2 Park Avenue, New York 16, New York

SPORTSMANSHIP AND SPIRIT OF FRIENDLINESS PREVAIL

Students and faculty of the Avenal High School evidently go all out to stress good sportsmanship and friendliness and public relations through the medium of their athletic program. They put out a mimeographed program for their home basketball game with Lindsay High School.

The program included names, numbers, and positions of both teams, the coaches, information regarding concessions, location of rest rooms, and the following letter.—Editor

"Dear Basketball fan:

At the end of this year's home basketball season, the Student body of Avenal High School wishes to thank you for your attendance and patronage at our basketball games.

I would like to pass on to you the compliments we have received from the officials. They tell us our basketball crowds are very fair-minded and sportsmanlike in our conduct. We hope this will continue because it is one thing our cheer leaders are trying to get across to our students.

This year the money you spent to see the games was used almost entirely for players' meals on trips to away games, and to pay the officials' fees.

We hope you have enjoyed the games this year, win or lose. Thank you for coming and supporting our teams. It has been appreciated."

—Gail Carbiener, President, Avenal High School Student Body

FOLLOWERS OF JULIUS CAESAR PLANNING LATIN CELEBRATION

All hail! Ye proud wearers of the toga, ye noble followers of Caesar. Once again THAT time of year has come.

After much mad dashing between 102, the Christ Reformed Church and back again, any observing student would begin to wonder if all Latin students have taken leave of their senses. While vainly trying to get out of the way of flying feet and not so fluent Latin, you too would be ready to call the riot squad.

There's never a dull moment when the cast for Apollo and the Muses is practicing. If Jerry Tovo, Apollo of '52, doesn't trip over one of the girls, then someone comments that the Muses aren't sitting as Muses should. This creates a problem as Mary Katherine Inselmini and Josephine Kattan, two of the bewildered Muses, have no idea what Muses look like when they're sitting.

Apollo and the Muses isn't the only activity being practiced, there's also a radio play in the making. Freshman, King Hartman, with dreams of being besieged with contracts from WAKU, and the more down to earth Sophomores, Sue Stull and Ronnie Kuhns, dreaming of that perfect BCC Broadcast, are hard at work.

The Latin Banquet is really the main event of the week. This year with spaghetti on the menu, all accomplished twirlers, and those, who for safety's sake, make use of a knife, have already signed up to attend.

Yes, Latin week is fast approaching and it won't find LHS unprepared.

Some of the more hearty members of Latin I have been persuaded by no gentle means to form a congo line. They will exhibit their gravity



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defying feat, of doing the congo while dressed in the noble garb of the Romans, at the Latin Banquet. After picking herself up three times Barbara Blaine abandoned her place in the congo line. Explains Barb, "That's what I call living dangerously."—The High Post, Latrobe School, Latrobe, Pennsylvania

Note: Latin Week was observed by about 125 persons. The high school principal, superintendent, president of the Board of Education, and three teachers were guests. The entire Latin festival was under the direction of Miss Adeline Reeping, Latin instructor.—Latrobe Bulletin

CALAIS STUDENTS SNOOPING? DON'T WORRY — THEY'RE FURNISHING HOUSE FOR IMAGINARY "MR. JONES"

If the citizens of Calais, Maine, notice high school students prowling through empty houses, price shopping in the local stores, and asking questions on taxes, insurance, and heating systems, they mustn't be alarmed. Such activity is part of their class work in problems of democracy.

Balancing Budget

These students are trying to solve a basic problem that they will all face in real life situations later on. The problem is that of balancing a family budget.

Instructor of the class, Robert Vail, believes that through a practical approach to the study of real life problems, high school students will be more adequately prepared for making a living. Vail also believes that more learning takes place by doing than studying.

For this reason, he has prepared a situation in which an imaginary "Mr. Jones" has recently been hired by a local firm as assistant production manager at a yearly salary of \$3500.

Besides his wife, "Mr. Jones" has a four-year-old daughter and son two years old. He has \$500 in the bank and owns a 1948 sedan. He wants to buy a house in Calais and furnish it as economically as possible.

In order to solve this real life problem, the students have agreed on certain objectives that they hope will guide them in reaching a realistic solution. These objectives are: To learn how to

plan the spending of a yearly income on a weekly basis and to learn the value of such planning.

Planning, to learn how to buy wisely; to understand problems facing the family that tries to budget its income; to learn the value of co-operative effort; to reach agreement with democratic procedure, especially abiding by the decision of the majority; and to use realistic situations whenever possible.

The students have been assigned to various phases of the budget problem and as separate committees will investigate the various phases of the budget problem and each committee will investigate all possibilities of each phase.

Votes Will Decide

The House committee is looking over dwellings for sale and the findings will be presented to the class and be discussed by all. A vote will then be taken to decide which house "Mr. Jones" will purchase.

The Utilities committee will then tell of its research on such things as heating, cost of fuel, electricity, telephone, and refrigeration and again the class will vote on the final selection.

This procedure will be followed by the committees on furniture, clothing, food, medical expenses, church and charity, entertainment, car expenses, insurance, savings, and taxes.


Four secretaries are to accumulate all the data and prepare a final report with the recommendations and decisions set forth.

Several pupils with artistic talents will present a pictorial account of the purchases and others are considering building a model of the house and its contents.

Vail hopes that local merchants and interested citizens will understand the purposes of this project and will cooperate by offering whatever advice and suggestions they feel may be of help to the student.—I. Landeen, Clipping Service, 170 Main Street, Dexter, Maine.—Taken from Bangor Daily News, Bangor, Maine

MUTUAL BENEFIT

Responsibility for the publishing of our school paper rests with the "Press Club" from whose members the staff of the paper is elected. This arrangement was made to guarantee sufficient worthwhile material and to make possible the careful planning of each issue. As a result of this method of organization the major part of the publication was written by members of the "Press Club." It was felt that this limited the number of pupils who were contributing; for although all students were urged to submit their work, the attitude somehow developed that in

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order to have something published one had to be a member of the club.


As the English teacher and sponsor of the club, I felt that because of this attitude many students were being denied the opportunity to experience the creating of a story, feature, or poem and the satisfaction received from seeing that article in print. Thinking this could be an occasion when the extra-curricular could return to and enrich the curricular, I introduced a series of lessons based on various phases of newspaper writing. Since the classes with which I was working were from the sixth, seventh, and eighth grades, no attempt was made to make an advanced or detailed study of the various types of writing involved.

We started with the short story since I had found that just as many adults feel that some day they will write the great American novel, so most children feel they can write a thrilling short story. Using stories written by pupils of their own maturity level as well as some written by accepted authors as background material, we set up standards for a good short story, decided on the qualities of a good beginning and ending, and evolved ways of securing them. In that way a certain technique of writing the short story was developed although I don't believe we ever labeled it as such.

A similar procedure was used in considering other departments of the paper. When analyzing the editorial a little more time had to be spent in discovering just what an editorial was and the purposes for which it is used. Although for several years they had been reading the feature stories, I found few had even a vague idea concerning what made a story a feature. Time had to be taken to find out what kind of material could be used as a feature and how it differed from a news story.

The results of this experiment were not spectacular, but were gratifying. New names appeared at the end of a number of articles and poems in the next issue, the idea that club membership was a prerequisite for having one's work published was dispelled, and there were a few more boys and girls filled with the glow of satisfaction that comes with seeing one's by-line.—
Geneva E. McCumber, Teacher, School No. 3, Bellville, New Jersey

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Comedy Cues

Hi-Ho Silver

Woman Customer (in bank): I would like to make a loan.

Bank Official: You'll have to see the loan arranger.

Woman: Who?

Official: The loan arranger! The loan arranger!

Woman: Oh, you mean the one who says, "Hi-Ho Silver"?—Ex.

Father: Why were you kept in after school?

Son: I didn't know where the Azores were.

Father: Well, in the future, just remember where you put things.

Driving in a dense fog, a motorist followed the tail light ahead of him. The first car stopped, and the driver following thumped its rear bumper.

"Hey!" he shouted, "Why don't you signal when you're going to stop?"

"Why should I?" came the calm reply. "I'm in my own garage."

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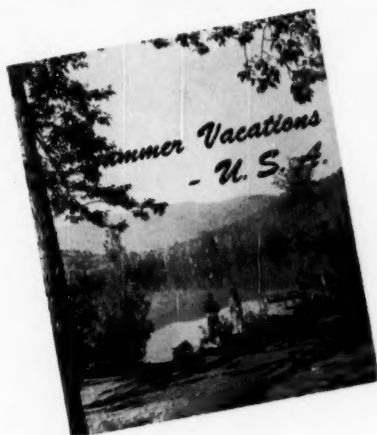
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